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ABSTRACT

This document describes the work of the Spanish Curricula Development Center, a project funded by the Bilingual Education Program Branch of the United States Office of Education. It is the function of the Center to develop multidisciplinary resource kits to help support the major areas of instruction in Spanish at the primary level. Forty-eight kits are planned; kits 1-8 have been completed and kits 9-24 are in progress, covering first grade and the first half of second grade. Each kit provides two weeks of work and covers five areas of instruction: Language Arts--Vernacular, Social Science, Science/Mathematics, Fine Arts, and Spanish--Second Language. The means for evaluation of pupils' progress are provided in each kit along with supplementary audiovisual and manipulative materials. A product design or overview is included. Further details on the design and use of the kits and on the educational strands and assessment activities are provided here. (VM)

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DEVELOPING CURRICULUM

FOR

BILINGUAL EDUCATION

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Spanish Curricula Development Center

With the expansion of bilingual education, the need for curricular resource materials in the home language has increased proportionately. Neither curriculum components of bilingual projects nor commercial interests have been able to keep pace in curriculum development. To help meet the growing demand, the Bilingual Education Program Branch of the U. S. Office of Education has set in motion acquisition and production projects of national scope. One such project is the Spanish Curricula Development Center, which is charged with producing Spanish curricula materials for the primary level. As the materials are written, they are piloted in local bilingual programs, then revised and prepared for distribution to other bilingual projects serving as field trial centers in various parts of the country. With the assistance of a curriculum adaptation network supported by federal and private foundation monies, these preliminary materials produced as a general edition will be converted to multiple editions which reflect the inputs of local and regional interests.

for the staff:

Ralph F. Robinett
Project Manager

1420 Washington Avenue, Miami Beach, Florida 33139
September, 1971

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EMERGENCE OF A NEED

From 1963 when renewed interest in public bilingual education gave impetus to a handful of bilingual programs to 1967 when federal monies made it possible to subsidize more than 70 such experiments, the home language held a low position in curriculum priorities. In 1970, with nearly double the 1967 centers under Title VII ESEA and numerous others funded from various sources, the need for home language materials caused the Bilingual Education Programs Branch of the Office of Education to fund multiple efforts to provide curricular materials.

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MATERIALS ACQUISITION PROJECT

One of three major efforts to provide curriculum support materials is the Materials Acquisition Project, located in San Diego. The function of this project is to identify commercially available materials and, with the help of cooperating centers, determine their suitability for dissemination on a larger scale.

This solution to material needs has the obvious advantage of immediate availability of a wide range of material which has been developed by specialists in countries where the home language is the medium of instruction.

Unfortunately from our point of view, such materials often assume a socio-economic and geo-political background markedly different from those of the target populations in bilingual programs in the United States. The underlying assumptions in such materials tend to make them the least relevant to the needs and interests of the pupils and communities we must serve.

Materials so acquired will serve to great advantage as supplementary resources, though they tend to be fragmentary in a situation which demands as well mutually supportive curricula. Limitations of such resources do not negate their potential contributions.

NATIONAL CONSORTIA FOR BILINGUAL EDUCATION

A second major effort to help fill the materials void centers around the refinement of curriculum produced at the local level in the many bilingual projects now in operation. Among the limitations of grass roots curriculum efforts in bilingual education thus far has been the built-in duplication of effort in areas which are not necessarily areas where uniqueness is a critical factor. A further prcblem in the long range aspirations for such materials stems from the limited resources local materials development components have had at their disposal in the production of their materials.

This second major effort has been undertaken in Fort Worth by the National Consortia for Bilingual Education, among whose functions is to identify promising local materials. Once identified, and with the help of cooperating centers, such materials can be further developed as necessary and made available to other centers seeking curriculum support.

As in the case of the Materials Acquisition Project, the National Consortia offers promise of early availability of a wide range of materials at all levels, and, in addition, the critical attribute of greater relevance to the target populations.

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SPANISH CURRICULA DEVELOPMENT CENTER

A third major effort to provide home language resource materials is in the actual production of curriculum guides and support materials, and to this end the Bilingual Education Programs Branch funded the Spanish Curricula Development Center in Miami. The Center is charged with the development of multidisciplinary resource kits to help support the major areas of instruction in Spanish at the primary level.

Equally important to the product for which the Center is responsible is the process by which the product is developed. In this instance, as the product is being developed for national use, it became immediately important to build in credibility conditions to help ensure that the product would ultimately be acceptable as well as useful resource material for the three groups for whom it is being designed: Mexican-American, Puerto Rican, and Cuban. The first condition was to form an Advisory Council clearly representative of the populations to be served. The second was to recruit staff with similar ethnic and geographic qualifications. The third was to build in a feedback and revision process which would ensure that the final product was responsive to the ethnic and geographic needs of the pupils under widely varying conditions.

At present the Spanish Curricula Development Center is organized into ten teams. Five develop the basic instructional guides in Language Arts, Social Science, Science/Math, Fine Arts, and Spanish - Second Language. Three contribute directly to kit production in the development of assessment activities, the editing of manuscript, and in kit manufacture. Supporting the production effort is an administrative team, and responsible for dissemination and feedback is a field team. Evaluation is independent of other teams of the project, both in its formative and summative dimensions. In each team in which decisions are made relative to curriculum content, every effort has been made to maintain an ethnic balance in staff distribution.

During the first semester of operation in 1970-71, most of the time was devoted to staff development and to analysis of available curricula which might contribute to the development of materials by the Center. The second semester was devoted to the production of Curricula Kits 1-8, in order to have materials ready for field testing in the fall of 1971. During 1971-72, the Center will produce Kits 9-16 and 17-24, corresponding to the second half of the first grade and the first half of the second grade. Broadly speaking, the Center is committed to producing materials one semester ahead of their use in field trial centers, 48 kits in all.

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CANBBE

The Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE) was funded in the summer of 1971 with monies from Title VII ESEA and from the Hearst Foundation. The function of CANBBE is two-fold: to facilitate the feedback process leading to the development of regional editions of the Curricula Kits, and to create supplementary and complementary materials which are beyond the resources and commitment of the Spanish Curricula Development Center.

With executive offices functioning through the National Urban Coalition and four regional offices attached to local education agencies in San Diego, Milwaukee, San Antonio, and New York, CANBBE is fiscally and administratively independent of the Spanish Curricula Development Center. However, the two projects do have interlocking Advisory Councils, and the success of the total effort requires a high degree of cooperation between both projects.

Contrary to the Spanish Curricula Development Center which has a large full-time staff, CANBBE maintains a small staff in each regional center, leaving larger reserves for contracting on a short-term basis a wide range of highly specialized personnel in each region who would otherwise not be available.

KIT COMPONENTS

Each of the curricula kits as projected is designed to serve as core resource material for approximately two weeks. Central to each kit are guides for five areas of instruction: Language Arts - Vernacular, Social Science, Science/Mathematics, Fine Arts, and Spanish - Second Language. To support the teachers in their evaluation of pupils' progress, each kit includes assessment activities.

As the instructional and assessment activities are carried out, the teachers will need a variety of audio-visual and manipulative materials. Those provided in each kit are a supplement of illustrations, a ditto packet for duplicating multiple copies of visuals and individual seatwork, and a tape cassette presenting songs and background music. Accompanying the first kit is a packet with two puppets for use in stimulating oral language development, and accompanying subsequent kits are multiple copies of pupils' books for use in the Language Arts and Spanish as a Second Language strands.

To facilitate the orientation of teachers and administrators involved in the field testing of the kits, a Product Design, or overview, is provided. To facilitate the feedback and revision process, a Field Review is supplied for each kit.

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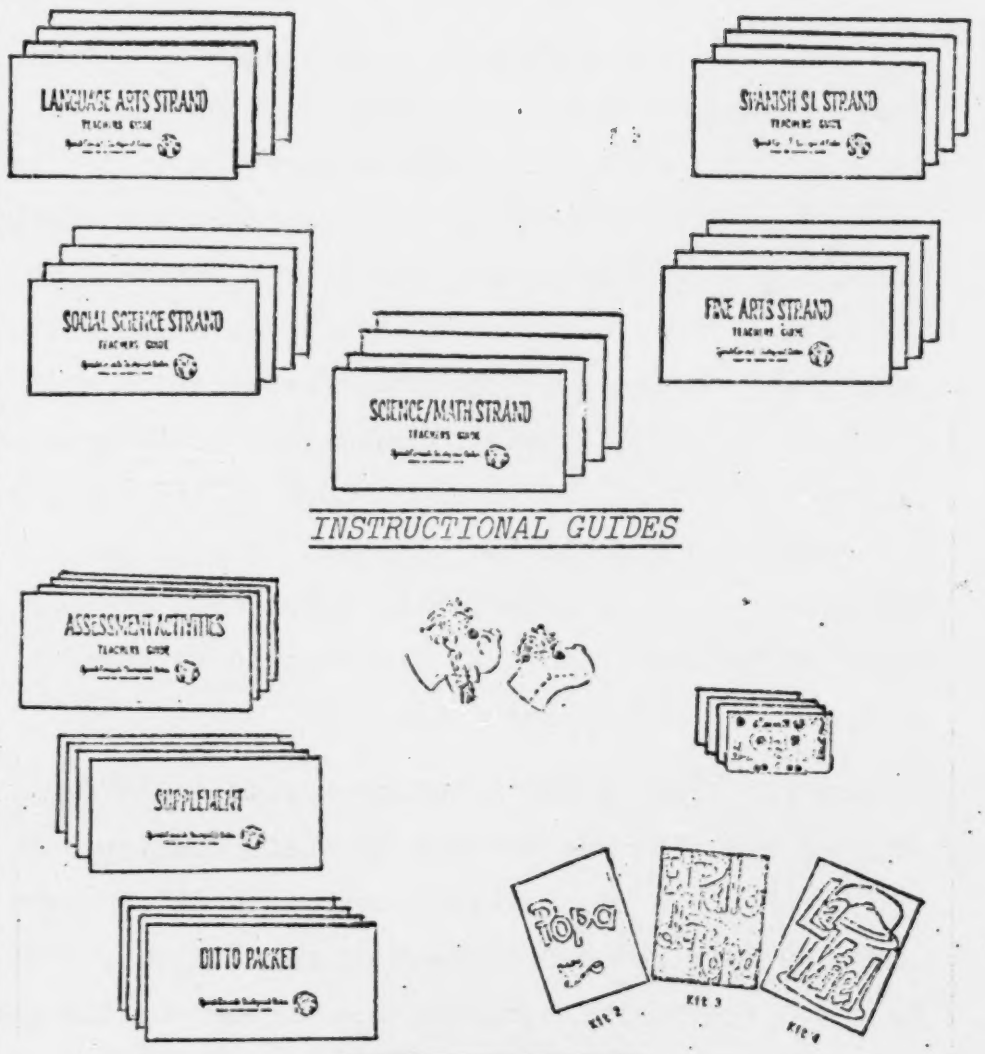


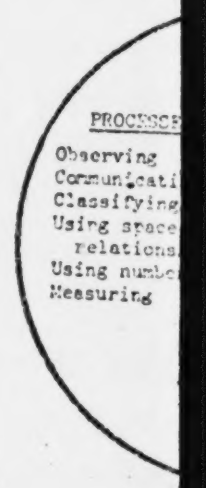
ORGANIZING THREADS

The instructional strands in the curricula kits are unified by four organizing threads: theme, basic concepts, processes, and strategies. There are four basic themes in the sixteen kits for Grade 1: classroom, family, school, and community. Spiraling questions guide the child in each thematic context.

The processes commonly associated with modern science programs are interwoven through all the instructional strands. These are: observing, using time/space relationships, classifying, using numbers, measuring, communicating, predicting, and inferring.

Strategies in "discovery learning" often associated with social science programs are also reflected in all the instructional strands. These are: concept development, interpretation of data, interpretation of feelings, attitudes, and values, and application of generalizations.

A limited number of high level abstractions, or basic concepts, such as variability, interdependence, conflict, and change, drawn from social science and science, form the basic conceptual framework of the total program.



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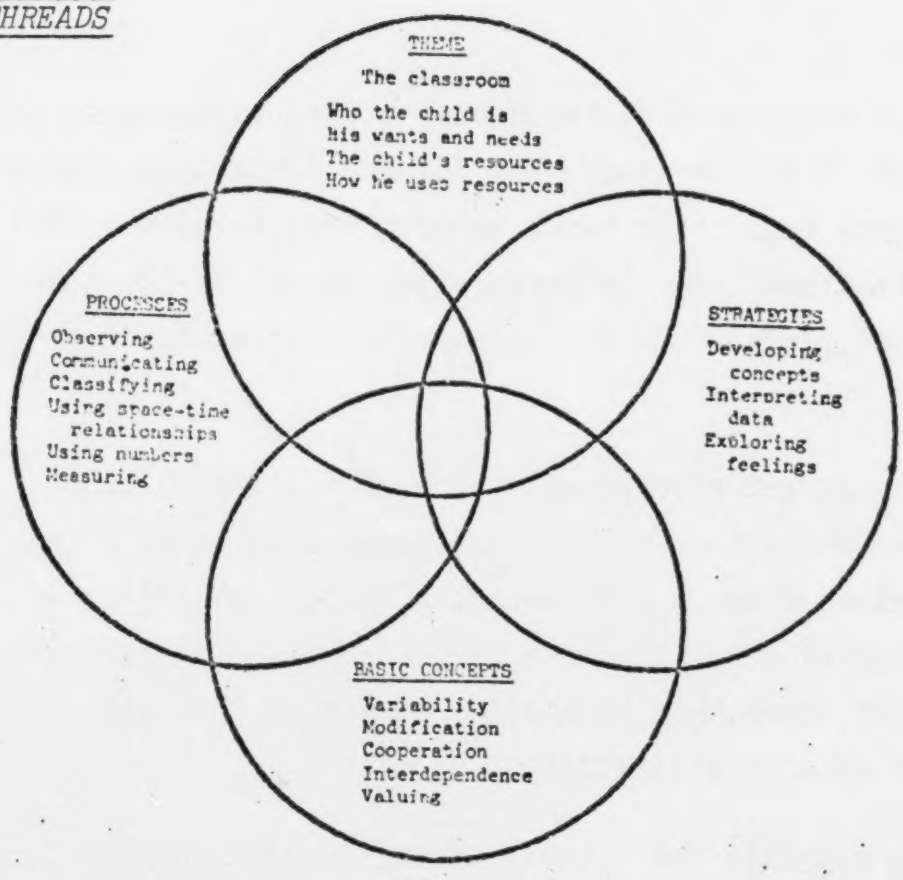

Themes:

such as classroom, family

Processes:

such as using time/space relationships

Strategies:

such as interpretation of feelings, attitudes, values

Basic Concepts:

such as variability

The Language Arts-Vernacular Strand is designed to extend the language that Spanish-dominant children bring from their homes through structured and unstructured oral language experiences, at the same time recognizing and developing respect for regional dialects.

The strand also provides structured and unstructured reading experiences designed to develop systematically Spanish decoding skills, skills prerequisite to effective use of reading in the content areas, and habits and tastes in the reading of Spanish literary-type materials.

In each kit the activities are divided roughly into clusters in three, each cluster being planned for approximately sixty minutes of instruction. The first activity in each cluster focuses on oral language development and language experience reading. The second activity focuses on systematic treatment of the sound-symbol correspondences through the use of the chalkboard, pupils' books, and independent seatwork. The third activity presents orally a variety of folk tales and rhymes, and focuses on the development of skills of comprehension and interpretation on the oral level as well as in connection with the reading program.

LANGUAGE ARTS STRAND

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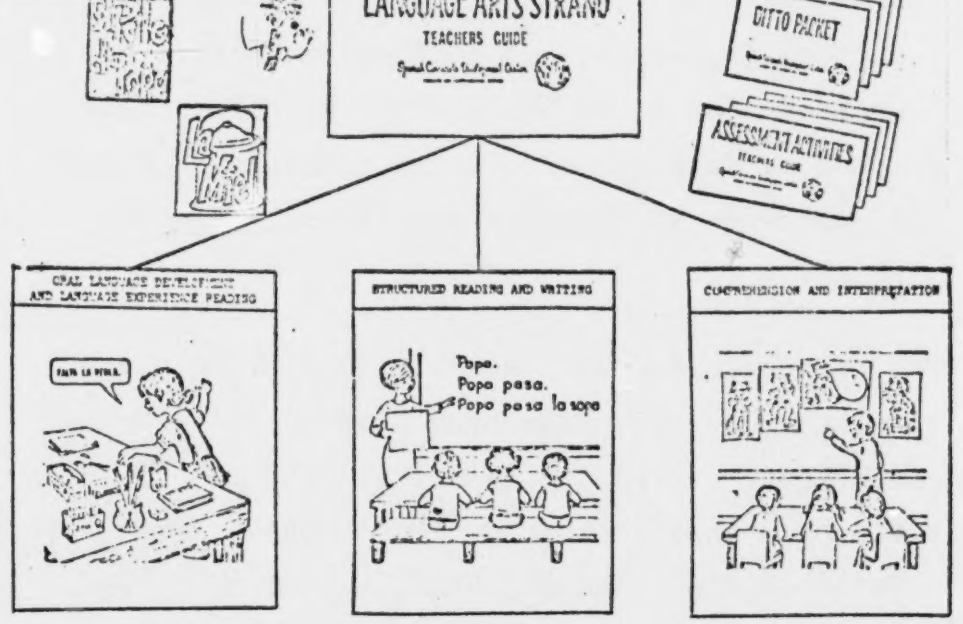


Oral Language Development

structured language practice
unstructured language practice

Reading

language experience reading
systematic practice in decoding
writing practice as reinforcement

Comprehension and Interpretation

with language experience reading
with structured reading
as part of a listening program

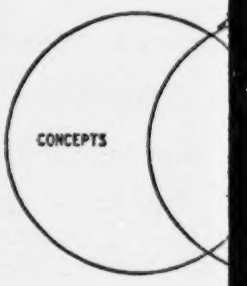
6

The pupils' ability to understand their environment and in some measure influence it is a critical factor in developing success-oriented learners. From this premise, the Social Science Strand in each kit is designed to help pupils discover basic generalizations of the social sciences on an elementary level and to familiarize pupils with the process of inquiry so they may independently discover and order the rapidly changing world around them.

The high level abstractions which serve as organizing threads throughout the strand connect important generalizations, or basic concepts. Specific facts are presented as illustrations of basic concepts rather than as ends in themselves.

Concepts are revisited, resulting in a spiral development. This spiral is exemplified in the Grade 1 kits by the recurring questions: <u>who the child is</u>, <u>what the wants and needs of the child are</u>, <u>what the resources of the child are</u>, and <u>how the child uses his resources</u>, in each thematic context: classroom, family, school, community.

Each guide in the Social Science Strand contains ten activities, designed for approximately twenty minutes of instruction each.



variability
conflict
causality
cooperation

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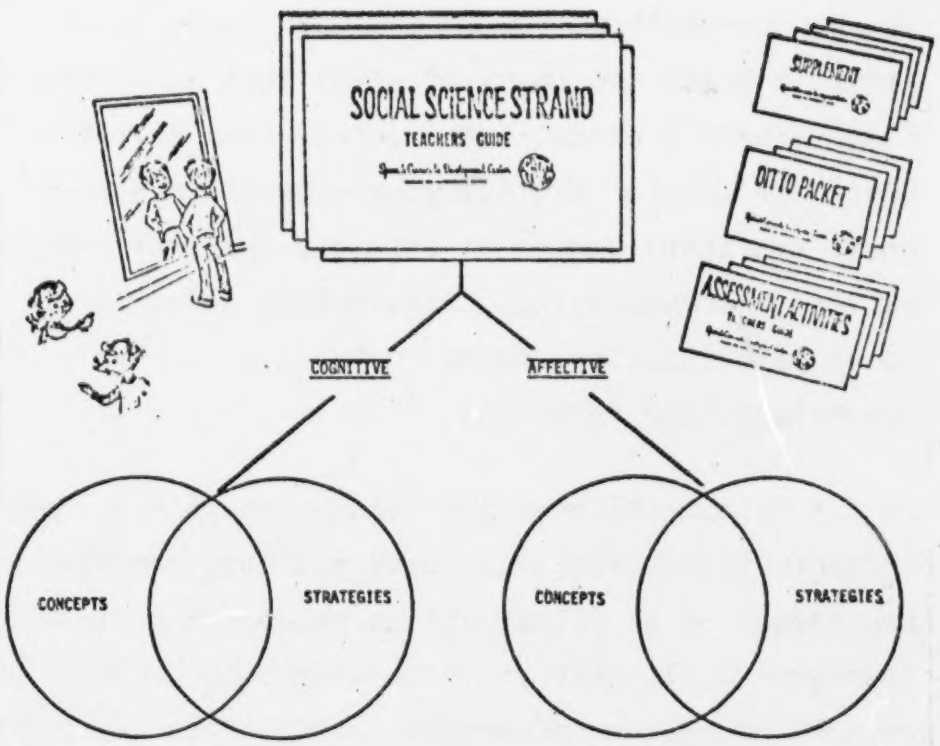


<u>Basic Concepts</u>

variability	differences	power
conflict	societal control	change
causality	interdependence	tradition
cooperation	modification	valuing

<u>Strategies</u>

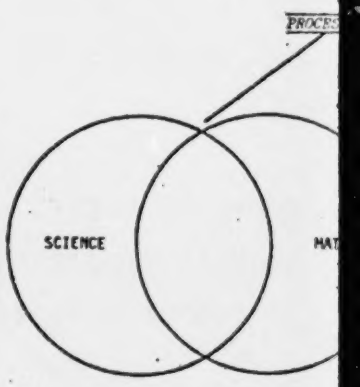
concept development
interpretation of data
interpretation of feelings,
attitudes, and values
application of generalizations

7

The Science/Mathematics Strand represents an attempt to blend two areas of study into an interdisciplinary program, each contributing to reinforce the other. The unifying elements are the basic processes common to both disciplines: observing, communicating, classifying, using time/space relationships, using numbers, measuring predicting, and inferring.

In the Science/Mathematics Strand, as in the Social Science Strand, specific facts and many concepts are presented as illustrations rather than ends in themselves. In this case they serve to develop the several processes enumerated previously. The conceptual content and learning behaviors of this strand, along with those of Social Science, form the conceptual foundation for all the strands in the Curricula Kit series.

Each guide in the Science/Mathematics Strand has twenty instructional activities, each planned for fifteen to twenty minutes of instruction. At appropriate points in each guide, review activities are provided to ensure needed reinforcement. The approach to these learning activities is pupil-centered, and provides abundant opportunities for doing as well as talking.



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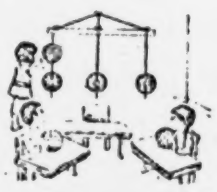

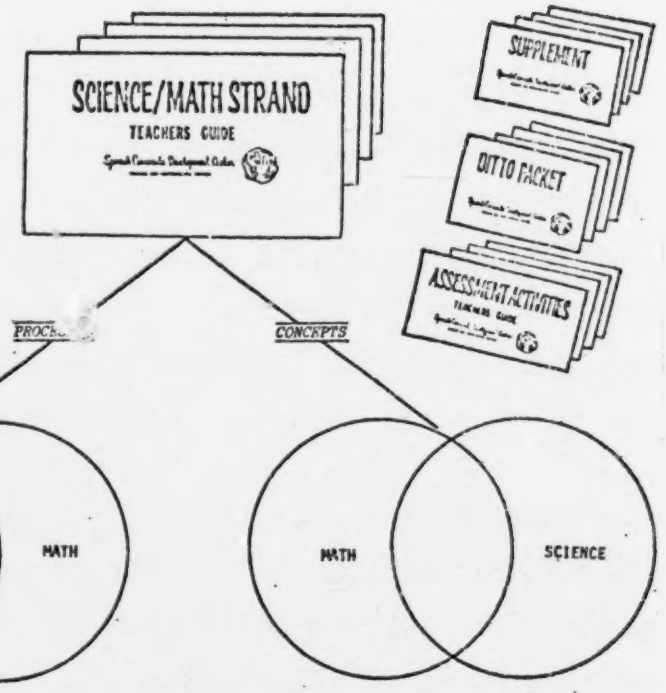

Processes

observing
classifying
measuring
communicating
using numbers
using time/space relationships
predicting
inferring

Concepts

from science, such as colors
from math, such as set

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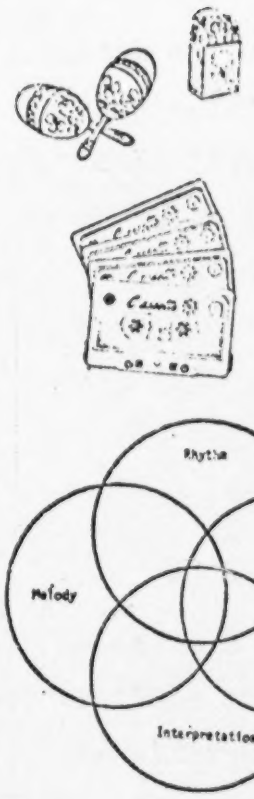
FINE ARTS STRAND

The Fine Arts Strand is essentially a music program, designed to reflect a wide range of musical traditions. Many of the songs are of Hispanic-American origin, while others are of traditional international origin. However, the strand includes other dimensions, such as reinforcement of language arts through rhyme and dramatization, and reinforcement of the social science themes and concepts.

The music activities are usually eight in number, and are planned for twenty-minute periods of instruction. They focus on the basic music elements of rhythm, melody, form, and interpretation. The activities include experiences in music appreciation, singing, construction and use of simple musical instruments, rhythmic expression, creation of rhythms or movements in time with music, and simple folkloric dances.

In the initial kits, art activities are included in the Fine Arts Guide. These art activities are designed primarily to familiarize the pupils with the materials they will be using in art activities throughout the day. In subsequent kits, art is included functionally in the development of all the instructional strands.



Rhythm
Melody

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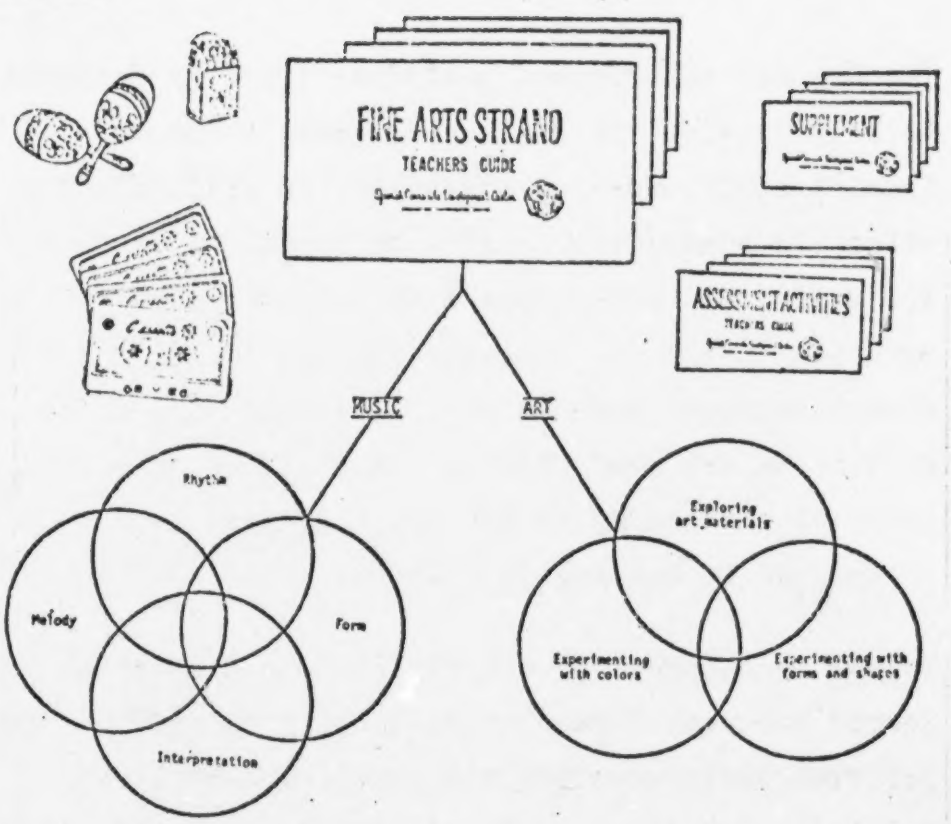


Music

Rhythm — Form
Melody — Interpretation

Concepts

from Language Arts
from Social Science

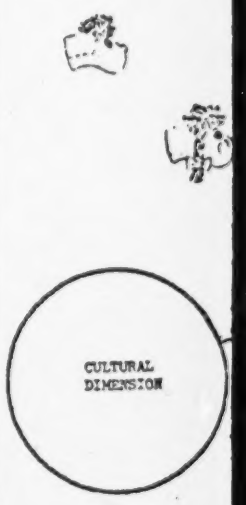
Learning Behaviors

processes
strategies

The Spanish as a Second Language Strand is designed to help provide the English-dominant child the Spanish structures and vocabulary he will need for effective communication in a bilingual environment. The activities are designed to help the child build concepts in his new language through formal and informal language experiences. Initially all of the activities are oral, but as the child becomes familiar with decoding in his own language, he is introduced to reading in Spanish.

In the development of activities, the Spanish as a Second Language Strand draws heavily on and thus reinforces basic concepts and learning behaviors which are presented in other strands. As the learner gains minimum control over structures and vocabulary which can be utilized for this purpose, the second language begins to provide the child with an additional medium for learning.

In the early kits, the Spanish as a Second Language Strand has ten activities in each guide, planned for twenty to thirty minutes of instruction. As the child is introduced to Spanish reading, additional activities are provided, but with a balance maintained in favor of oral language development before reading.



SPANISH - SECOND LANGUAGE STRAND

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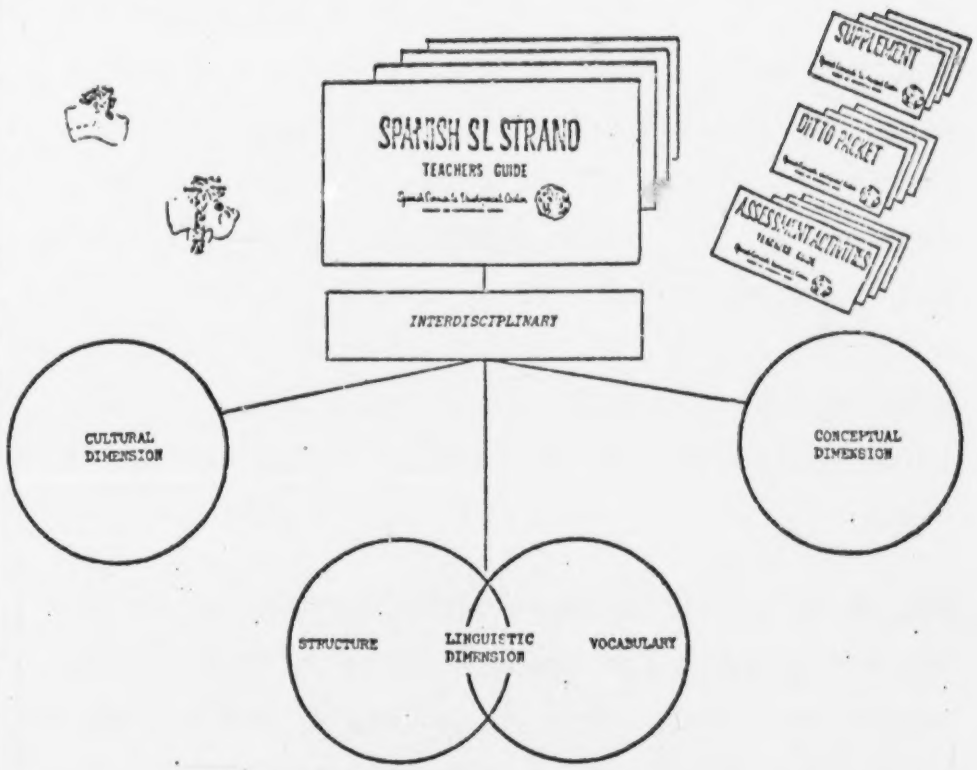

Language

aural-oral
reading
writing reinforcement

Concepts

from Social Science
from Science/Math
from Fine Arts

Learning Behaviors

processes
strategies

ASSESSMENT ACTIVITIES

The Assessment Activities are designed to sample pupils' progress and to reinforce previous learning.

In Language Arts - Vernacular, the categories sampled are oral language development, language experience reading, sound and letter recognition, word recognition, reading by structures, and comprehension and interpretation skills.

In Social Science, the categories sampled are concepts from the affective domain and from the cognitive domain, as well as the learning strategies characteristic of discovery learning.

In Science/Mathematics, the categories sampled are concepts from science, concepts from mathematics, and the processes common to both disciplines.

In Fine Arts, the categories sampled are the recognition of musical elements: rhythm, form, melody and interpretation, and the production of music: singing and playing rhythm instruments.

In Spanish as a Second Language, the categories sampled are first structure and vocabulary. As the new language becomes a tool, cultural and conceptual content are also tested.

11

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and to reinforce previous learning.

- Vernacular, the categories sam-
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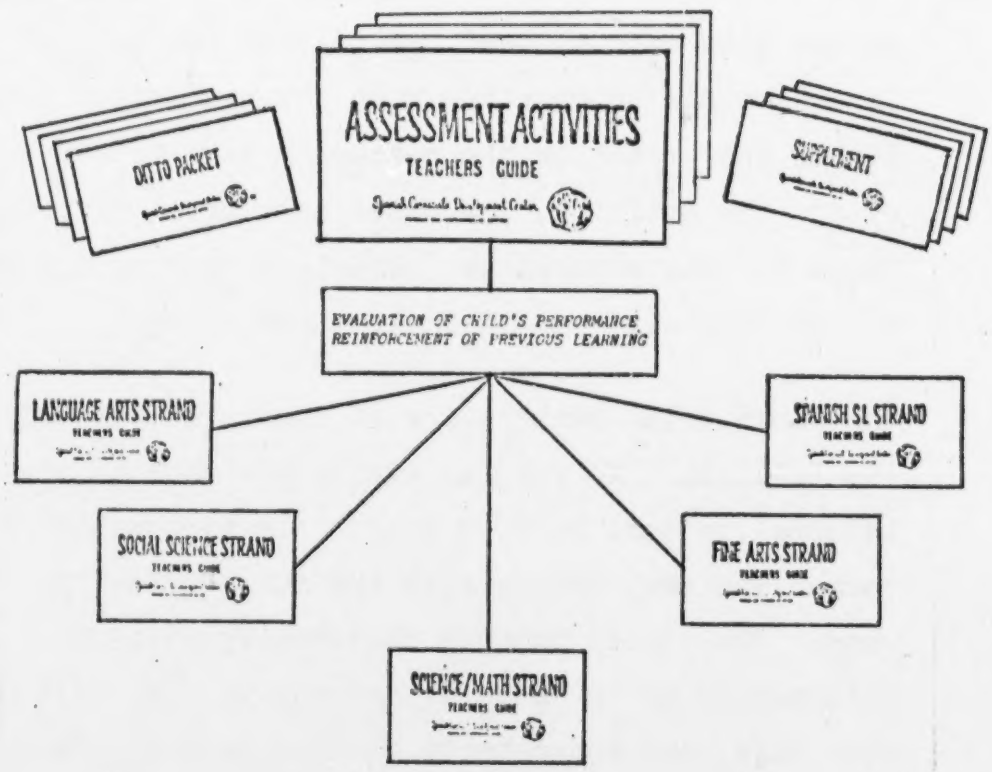
ASSESSMENT ACTIVITIES



<u>Language Arts</u>

oral language
reading
comprehension
interpretation

<u>Spanish SL</u>

structure
vocabulary
culture
concepts

<u>Social Science</u>

concepts
strategies

<u>Fine Arts</u>

recognition
production

<u>Science/Math</u>

concepts
processes

11

PILOTING, FIELD TESTING

As the kits are produced, activities are piloted in local schools cooperating with the production teams. Either the writer or the classroom teacher may carry out the activity, the other serving as observer. Based on this experience, activities are modified, edited, and sent out to field trial centers.

The field trial centers are of two types, formal and informal. No regular visits are made to the informal centers by SCDC staff. To the twenty formal centers, four visits are made during the year. The visits provide opportunity to give orientation on the several strands in each unit of four kits, and opportunity to clarify doubts and receive preliminary reactions leading toward kit revision. The visits also provide opportunity to visit classrooms and gather direct impressions of teachers on strengths and weaknesses of kits which have already been used. And equally important, the visits provide the machinery through which the production team's associates assist local and Miami evaluation personnel in collecting data on the conditions under which the material is used and the results achieved under those conditions.

Approximately 150 teachers and 4,000 pupils are anticipated in field testing during 1971-72.

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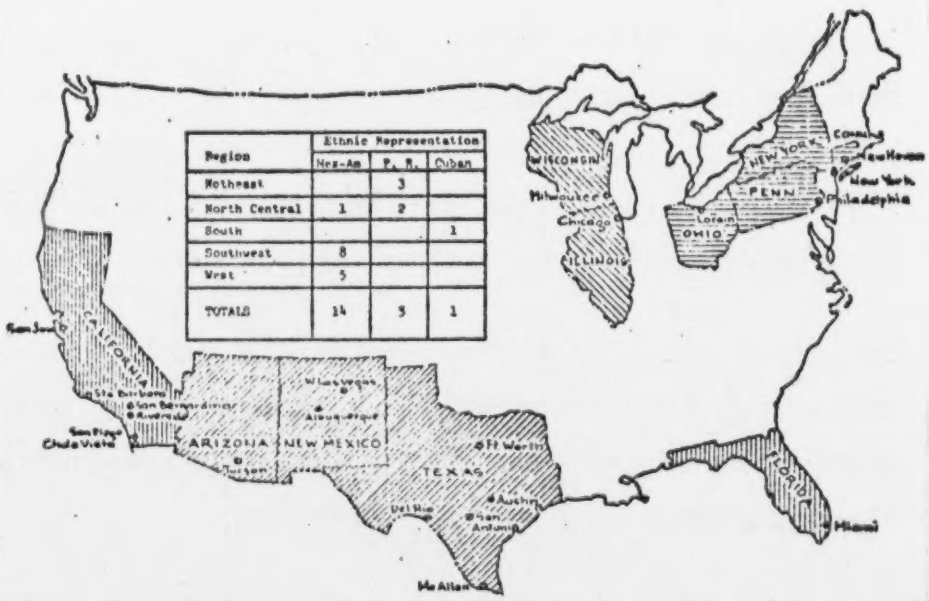
FORMAL FIELD TRIAL CENTERS

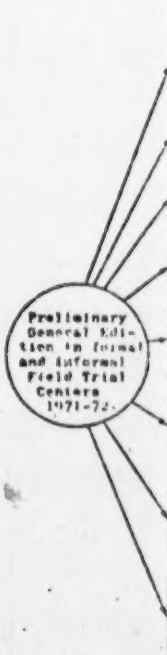


San José	San Antonio
Santa Bárbara	Austin
San Diego and Chula Vista	Fort Worth
San Bernardino	Milwaukee
Riverside	Chicago
Tucson	Lorain
W. Las Vegas	New Haven
Albuquerque	New York
Del Río	Philadelphia
McAllen	Miami

In keeping with the Center's commitment to produce materials which will be responsive to local needs, the revision after the first year's field trial will be a process of converting the preliminary edition into regional editions. The result will be a Far West Edition reflecting feedback primarily from California, a Southwest Edition reflecting feedback from Texas, New Mexico, and Arizona, a Puerto Rican Edition reflecting feedback from the Northeast, and a revised General Edition reflecting feedback from the mixed populations in the Midwest.

The revision plan provides for primary input to be collected through the resources of CANBBE and from the Center's own feedback process as it interacts with the field trial centers. The data will be analyzed and proposals for changes for each edition reviewed by an appropriate ethnic review committee within the Center. Changes within the commitments and resources of the Center will then be made by the editing team and the new editions channeled back into the field trial centers for further use.

In addition to the regional editions mentioned above, the Center will develop a Cuban Edition for use in areas in which Cuban-background pupils are the dominant Spanish-speaking group to be served.



REVISION, REGIONAL EDITIONS

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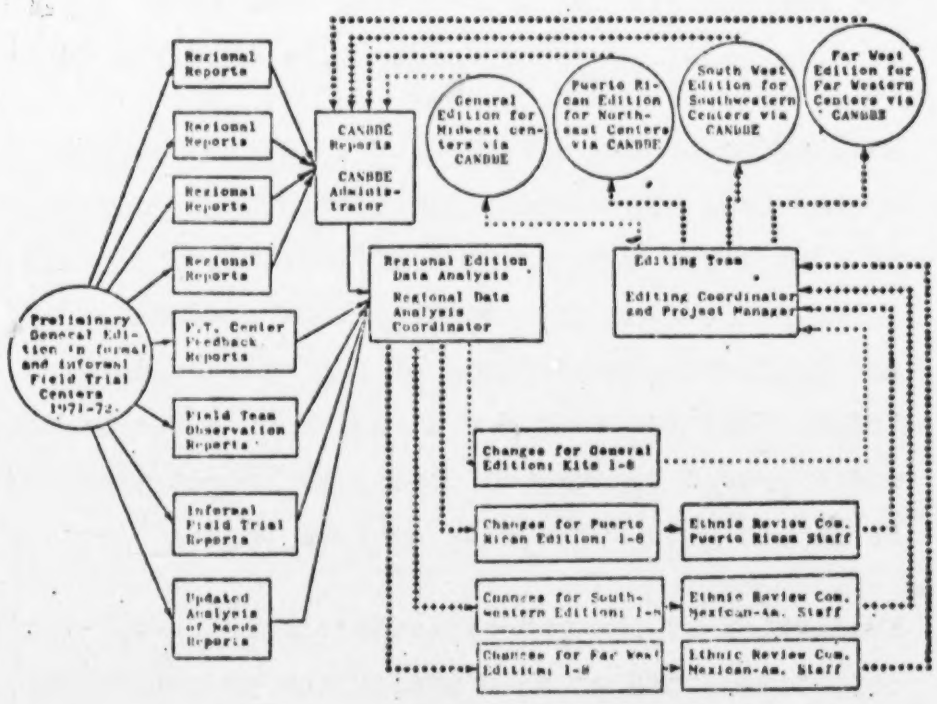
FLOW IN DEVELOPMENT OF REGIONAL EDITIONS


Regional Reports
Regional Reports
Regional Reports
Regional Reports
F.T. Center Feedback Reports
Field Team Observation Reports
Informal Field Trial Reports
Updated Analysis of Needs Reports
Preliminary General Edition in formal and informal Field Trial Centers 1971-72
CANBBE Reports
CANBBE Administrator
General Edition for Midwest centers via CANBBE
Puerto Rican Edition for Northeast Centers via CANBBE
South West Edition for Southwestern Centers via CANBBE
Far West Edition for Far Western Centers via CANBBE
Regional Edition Data Analysis
Regional Data Analysis Coordinator
Editing Team
Editing Coordinator and Project Manager
Changes for General Edition; Kits 1-8
Changes for Puerto Rican Edition; 1-8
Ethnic Review Com. Puerto Rican Staff
Changes for Southwestern Edition; 1-8
Ethnic Review Com. Mexican-Am. Staff
Changes for Far West Edition; 1-8
Ethnic Review Com. Mexican-Am. Staff

EXTERNAL INPUTS

from Curriculum Adaptation Network (CANBBE)
from special consultants
from formal field trial centers
from informal field trial centers

INTERNAL INPUTS

from direct observation by SCDC staff
from updated analysis of needs
from recommendations of ethnic review committees

PROJECT EVALUATION

Evaluation in the Spanish Curricula Development Center has fundamentally an internal function and is not responsible for determining quality of instruction in local projects cooperating with the Center.

Evaluation of the materials development process involves four objectives: monitoring the production of Kits 9-24, monitoring the field testing of Kits 1-16, monitoring the production of regional editions and monitoring production of the revised general edition. The monitoring and verification activities which proved functional during the first year will be utilized in 1971-72 to achieve these objectives.

Evaluation of the materials developed involves one objective aimed at determining the effectiveness of the materials as used under various conditions. Three field testing situations which represent optimal utilization of the Curricula Kits with the three target ethnic groups (Mexican-American, Puerto Rican, Cuban) will be selected in order to attain this objective.

The production of evaluation designs and reports also involves one objective. This dimension is an essential ingredient within the process of providing formative and summative evaluation for the Center.

14

Evaluation

Monitor t
Verify
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Verify

Monitor f
Verify
Verify
Verify
Produce
Analyze
tests

Monitor p
Verify
Verify
Verify
Verify

Monitor r
Verify

Evaluation

Evaluate
Analyze
Analyze
Analyze
Analyze
(b) p
(c) p

Production

Create Ev
Revise
Write I
Write E
Write F

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Evaluation of materials development process

Monitor the production of Curricula Kits 9-24
- Verify the collection of information
- Verify the establishment of detailed projections
- Verify the creation of Kits 9-24
- Verify the piloting of Kits 9-24
- Verify the revision of Kits 9-24, from piloting

Monitor field testing of Curricula Kits 1-16
- Verify in-service orientation to field centers
- Verify acquisition of feedback
- Verify direct observation of classrooms
- Produce general achievement tests for Kits 1-16
- Analyze pupil responses on general achievement tests and in assessment activities, Kits 1-16

Monitor production of regional editions
- Verify creation of Northeast Edition, Kits 1-8
- Verify creation of Southwest Edition, Kits 1-8
- Verify creation of Far West Edition, Kits 1-8
- Verify creation of Cuban edition, Kits 1-16

Monitor revision of general edition
- Verify revision of General Edition, Kits 1-8

Evaluation of materials developed

Evaluate Curricula Kits 1-16 in field situations
- Analyze classroom utilization of Kits 1-16
- Analyze pupil responses in Assessment Activities
- Analyze responses on general achievement tests
- Analyze correlation between (a) classroom use, (b) performance in Assessment Activities, and (c) performance on general achievement tests

Production of evaluation designs and reports

Create Evaluation Designs and reports
- Revise Evaluation Designs for 1971-72
- Write Interim Evaluation Report for 1971-72
- Write Evaluation Design for 1972-73
- Write Final Evaluation Report for 1971-72